PROLOGUE

Exploring Nationalism

CheckForward

You will explore ideas about nation and identity in Chapters 1 to 4.

Exploring Nationalism is built around a single key issue: To what extent should we embrace nationalism?

Before you can address this issue, you must first arrive at an understanding of what nationalism is — and as you progress through this course, you will discover that thinkers have defined this term in various ways. These definitions often place a particular spin on nationalism and reveal people's opinions about whether it is a positive or negative force in the world.

You will also come to understand how nationalism is linked to ideas about nation and identity and to recognize the forces that shape — and are shaped by — nationalism. In addition, you will explore, analyze, and evaluate aspects of internationalism, as well as ultranationalism.

As your understandings of nationalism and related concepts expand, you will develop your own ideas about this phenomenon, and these ideas will equip you to make a reasoned judgment in response to the key issue question.

Nationalism: The Word

The concept of nation is at the heart of any exploration of nationalism. "Nation" is a root word — and a root concept — from which many other words and concepts, including "nationalism," can be created by adding prefixes or suffixes.

Many of the words based on the root word "nation" are shown in Figure P-1. Examine this concept map and identify some of the prefixes (e.g., inter-) and suffixes (e.g., -al) that have been added to the word "nation." Explain how each changes its meaning.

As you progress through this course, you will encounter many terms — like "nationalism" — that include the suffix "-ism." When you see this suffix, you know you are looking at a noun. This suffix often signals that the noun in question refers to an ideology — a system of ideas about how society should work (e.g., "conservatism," "feminism," "imperialism"). In the case of "nationalism," this suffix signals that this word is referring to an ideology about nation.

On the basis of your knowledge of the meaning of the prefixes "inter-," "ultra-" and "supra-" and the meaning of the suffix "-ism," predict the meaning of the words "internationalism," "ultranationalism," and "supranationalism." Keep your predictions in a journal, learning log, portfolio, or computer file so that you can refer to and refine them as you progress through this course.

Figure P-1 Nation and Related Words

What Is Nationalism?

As this course unfolds and you learn more about nationalism, you are likely to find that your views on this phenomenon will change. To help you keep track of these changes, a brief activity titled "My Journal on Nationalism" begins every chapter and asks you to note your current understandings of nationalism.

At the end of the course, you can use this record to trace the evolution of your thinking about nationalism. This process will help you respond to the key-issue question, which is also one focus of the challenge for Related Issue 4.

Points of View* and Perspectives* on Nationalism

The word "nationalism" did not even exist in English till the middle of the 19th century — and thinkers have been debating its meaning ever since. Just as thinkers disagree on the meaning of "nationalism," they also disagree on when peoples began to feel a sense of nation and nationalism.

- Some believe that the concepts of nation and nationalism have existed for as long as human beings, even if peoples did not use these words to describe the sense of belonging they felt.
- Others believe that nations and nationalism have existed for a very long time, though peoples have felt and expressed these concepts in different ways at different times. Some argue that these ideas are rooted in early societies, such as Ancient Greece and Rome or the China of Emperor Shi Huangdi, who united the country for a brief time in the third century BCE.
- Still others believe that ideas about nation and nationalism are relatively recent. But even these thinkers disagree on how recent. Some, for example, argue that current ideas about nationalism began in the 18th century with the American and French revolutions.

To develop a sense of the range of points of view and perspectives on "nationalism," scan the definitions in the margin of this page. How are they similar? How are they different? Why do you suppose the range is so broad? If you were required, right now, to choose one of these definitions to defend, which would you select? Explain the reasons for your judgment.

Think about this choice — and the reasons for your judgment — when you write the first entry in your journal on nationalism. You will do this at the beginning of Chapter 1.

As you progress through this course and learn more about how you, your community, your country, and the world are affected by nationalism, you will encounter many more points of view and perspectives on this phenomenon — and you will also develop the skills necessary to draw your own conclusions about the extent to which you should embrace it.

* Alberta Education has defined "point of view" as a view held by a single person. A "perspective" refers to the shared view of a group or collective. These usages are reflected in *Exploring Nationalism*.

Definitions of Nationalism

Oxford Canadian Dictionary
1 a patriotic feeling, principles, etc. **b** an extreme form of this. **2** a policy of national independence.

Michael Ignatieff *in Blood and Belonging*, 1993
Nationalism is a doctrine which holds (1) that the world's peoples are divided into nations, (2) that these nations should have the right to self-determination, and (3) that full self-determination requires statehood.

George Orwell in "Notes on Nationalism," 1945
[Nationalism is] the habit of identifying oneself with a single nation or other unit, placing it beyond good and evil and recognising no other duty than that of advancing its interests . . . Nationalism . . . is inseparable from the desire for power. The abiding purpose of every nationalist is to secure more power and more prestige, *not* for himself but for the nation or other unit in which he has chosen to sink his own individuality.

Ernest Gellner in *Nations and Nationalism*, 1983
Nationalism is a political principle which holds that the political and the national unit should be congruent [match].

Adrian Hastings in *The Construction of Nationhood: Ethnicity, Religion and Nationalism*, 1996
[Nationalism] arises chiefly where and when a particular ethnicity or nation feels itself threatened in regard to its own proper character, extent or importance, either by external attack or by the state system of which it has hitherto formed part; but nationalism can also be stoked up to fuel the expansionist imperialism of a powerful nation-state, though this is still likely to be done under the guise of an imagined threat or grievance.

Your Exploration of Nationalism

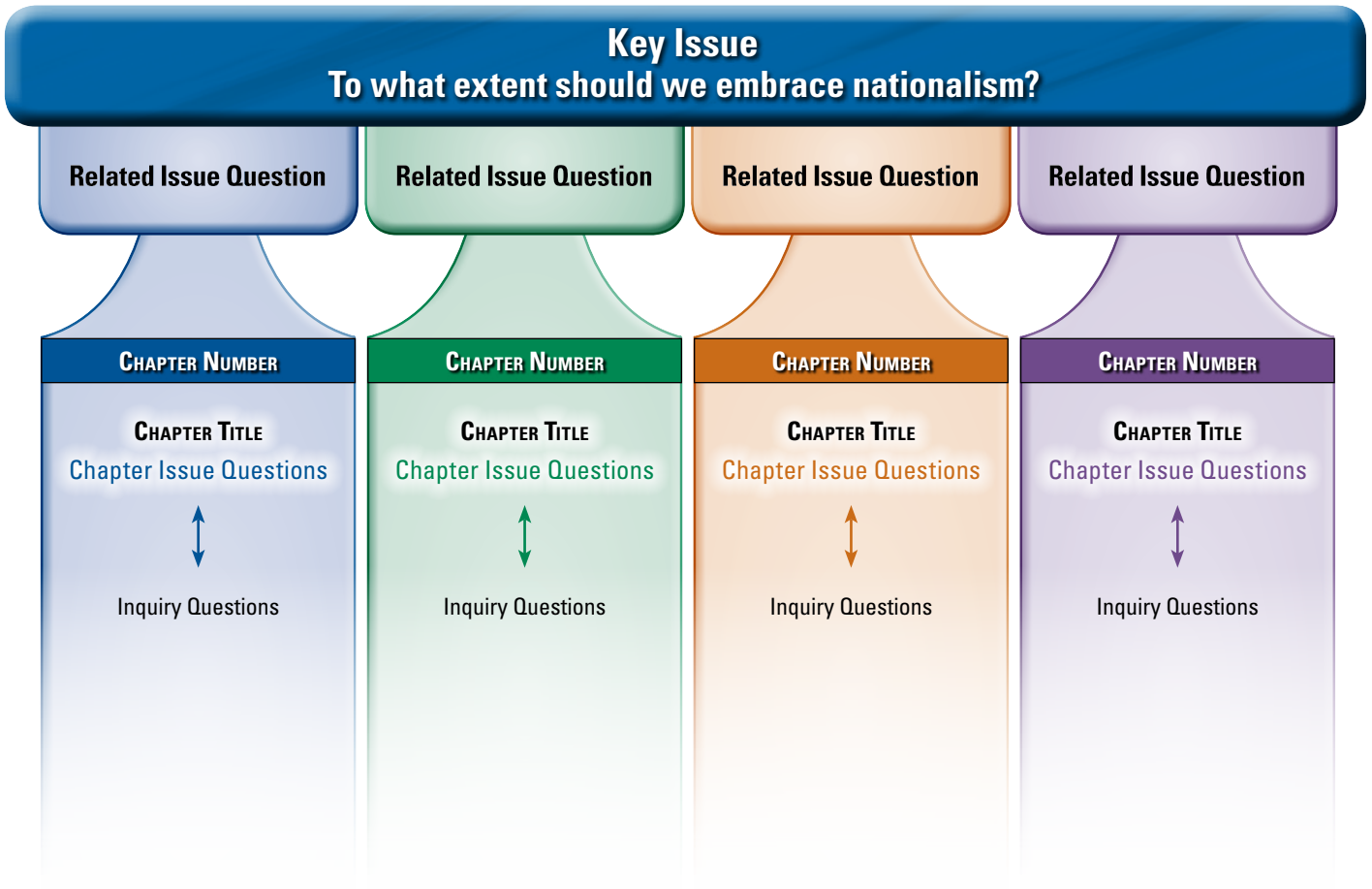
Exploring Nationalism provides you with many opportunities to explore, analyze, and evaluate points of view and perspectives on nationalism. Your goal as you progress through the course is to draw on these points of view and perspectives to develop a response to the key-issue question: To what extent should we embrace nationalism?

To help guide your exploration, analysis, and evaluation of possible responses to this question, four related issues are identified. Each evolves from — and feeds into — the key-issue question.

Within each related issue, four chapters each focus on an issue that evolves from — and feeds into — the related-issue question. And within each chapter, inquiry questions are designed to guide your exploration, analysis, and evaluation of topics raised by the chapter-issue question, the related-issue question, and the key-issue question.

The following chart shows the relationship between the issue and inquiry questions. To examine these questions in greater detail, turn to the table of contents.

Figure P-2 Structure of *Exploring Nationalism*



What Is an Issue?

Figure P-2 shows how issue questions provide a framework for *Exploring Nationalism* — but what is an issue?

An issue is a question or situation that involves thoughtful, well-informed, and well-meaning people in honest and sincere dialogue over a response or solution. An issue can also be a dilemma that requires people to make a choice or decision that involves responsible action. Most issues have no easy — or even correct — solutions, but a response or decision is required nonetheless.

An issue is more than simply a disagreement. People can disagree over whether they enjoyed a movie or which hockey team they support, but these disagreements are not issues because no decision, action, or change in policy is expected as a result.

Climate change, for example, is *not* an issue, though there may be disagreement over whether it exists. What to do about climate change *is* an issue because thoughtful people might arrive at different decisions and propose radically different solutions. As a result, clarifying the issue question is very important — because the term "issue" may be used carelessly.

Figure P-3 At the ceremony that opens the Olympics, members of national teams traditionally wear their country's uniform and march into the stadium as a group behind their country's flag. This photograph shows the Canadian Olympic team in 2004.

Dealing with issues requires you to gather information, analyze various points of view and perspectives, and develop criteria for making judgments. This process requires you to consider values, beliefs, worldviews, past experiences, and expected outcomes.

Elements of Issues

Deconstructing the elements of issues — separating them into component parts so that they can be analyzed — can help you understand the debate over issues and develop a process for arriving at an informed judgment about ways of resolving them. Many issues involve a combination of the following elements.

Policy — What should individuals, organizations, groups, or governments do? These questions involve taking action or making a change. They require you to think about solutions that are in the best interests of the community or society. Here is an example:

Should the federal government try to meet the targets set out in the Kyoto Protocol?

If the answer is yes, the government would make the change that is in the best interests of the broader community and develop a policy or pass a law to bring about the change.

Values — What is good or bad, right or wrong, more or less important or desirable? These questions involve ethical and moral conduct or beliefs. They require you to think about value systems and ask yourself, Why do I believe certain things? Here is an example:

Should violent video games be banned?

Answers to these questions provide a basis for improving the quality of life. Governments or groups would act in accordance with some general goals of society.

Definition — What is the meaning of a word or term? These questions explore how language is used and how concepts are understood. They require you to think about how to classify or categorize ideas. Here is an example:

Does a market economy offer the best hope for prosperity?

Responses to questions like these may turn on how terms are defined or understood. In the example, it may be important to define the terms "market economy" and "prosperity." The way terms are defined often dictates the action that is taken — or whether action is taken at all.

Fact — What is true or correct? These questions concern the truth of a matter. They require you to examine and weigh evidence. Is the information correct? Here is an example:

Is extracting oil from the tar sands damaging the environment beyond repair?

These are difficult issues because they involve "facts." There may be legitimate disagreement over how to weigh the factual evidence and what evidence to accept or reject.

History — Was an action justified, or did an event have a positive outcome? These questions examine the merits of past actions or events to inform future choices. They require you to judge — in context — decisions made in the past. Here is an example:

Should the United States and its allies have invaded Iraq?

The way past events are interpreted often influences contemporary decisions.

Figure P-4 At the ceremony that closes the Olympics, athletes from all countries traditionally mingle as they march into the stadium together. In this photograph, an athlete displays the flags of various countries during the closing ceremonies. Think about this tradition and the one displayed in Figure P-3 on the previous page. What statement do you think these Olympic traditions make about nationalism? What elements of issues are involved in this question?

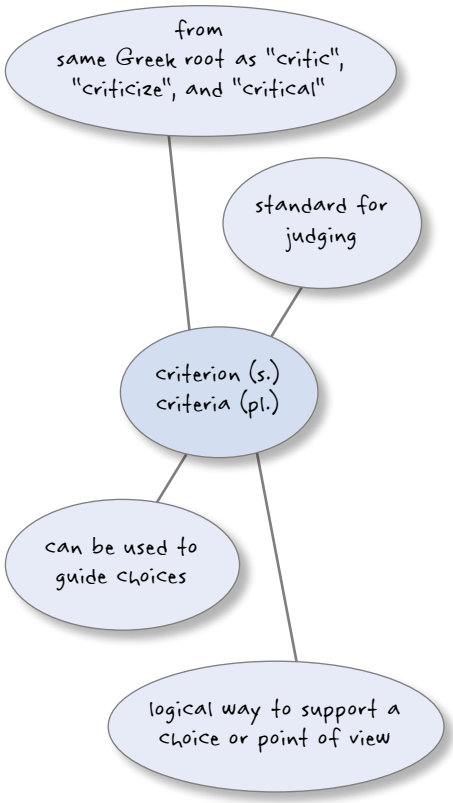
Practise Identifying and Asking Issue Questions

With a partner, examine the following questions and classify the issue elements involved in each. You do not need to answer the questions. Discuss whether any of the questions involve more than one issue element. Then, for each category, work together to create an issue question of your own. Each of your questions may include more than one issue element.

1. Is nationalism a positive or negative force in the world?
2. Was Pierre Trudeau's National Energy Program a power grab by Ottawa?
3. Is pursuing nationhood a legitimate goal?
4. Should Canada accept more immigrants to strengthen the economy?
5. Is the concept of nation irrelevant in today's globalized world?

Critical Thinking

Figure P-5 Criteria and Critical Thinking


from same Greek root as "critic", "criticize", and "critical"
standard for judging
criterion (s.) criteria (pl.)
can be used to guide choices
logical way to support a choice or point of view

When you weigh evidence, analyze points of view and perspectives, and evaluate consequences in response to issue questions, you are engaging in the process of critical thinking. Critical thinking requires you to make reasoned judgments about issues by considering evidence and using clear criteria to guide your decisions.

An effective critical thinker

- considers all relevant evidence
- develops criteria for making reasoned judgments
- makes judgments on the basis of these criteria
- works on developing the character traits, or habits of mind (see p. 8), that promote effective decision making

You make choices every day — at school, at home, with friends, and at work. You may, for example, be called upon to decide whether to participate in an after-school activity, whether to support a friend in school elections, or how to plan your courses for the year. Using criteria to guide your decisions will help you succeed in school, but the benefits of using criteria to make reasoned judgments go well beyond the social studies classroom. Developing effective criteria will ensure that you make the most effective choices when faced with challenges in all aspects of your life.

Choosing Criteria

When developing criteria to guide your judgments

- keep the number of criteria manageable: a minimum of two and a maximum of four
- be sure the criteria reflect only the most important or relevant considerations
- be prepared to alter your criteria if circumstances change (e.g., if new evidence comes to light or if an event or another person's judgment changes your view)

What Criteria Would You Use?

The following cases are imaginary, but they will help you practise your skill at developing criteria to make reasoned judgments. In the first case, two criteria are already filled in. You should choose at least one more criterion. In the second case, only one criterion is filled in. You should choose at least two more criteria. In each case, turn your criteria into questions.

CASE 1

Your school's environment club has brainstormed to create a list of worthy projects. Now, club members must choose one. The selected project should

- be achievable over the course of the school year (Can the project's goals be achieved over the course of the year?)
- be something that will draw widespread student support (Will the project draw widespread student support?)
-
-

CASE 2

Your friends and classmates have decided to nominate you for a position on your school's student government. You must decide whether to accept the nomination. Your decision depends on

- whether you can adjust the hours of your part-time job so that you can attend meetings (Can I adjust the hours of my part-time job so that I can attend meetings?)
-
-
-

Powerful Questions

Asking questions is a key element of learning — and powerful questions require more than a one-word or yes-or-no response. Powerful questions help you uncover trends, understand relationships, and recognize forces that contribute to continuity and bring about change.

Asking powerful questions helps you think critically and provides a focus for all research and inquiry. A powerful question is one that requires a decision or judgment in response — and this decision or judgment should be based on clearly established criteria or evidence.

Powerful questions

- generate curiosity, encourage creativity, and lead to more questions
- are open-ended — they do not have one correct answer and may even have no "correct" answer
- require answers that promote deeper understanding
- are thought-provoking, requiring you to make choices, decisions, and judgments that can be supported by evidence or criteria

Exploring Nationalism is built around powerful questions. These are the issue questions that provide the structure for this textbook and set out the key course issue, each of the four related issues, and each chapter issue.

Powerful questions often begin with words and phrases like the following. Be careful, though. These words and phrases do not always signal that a question is powerful — and they are not the only words and phrases that can begin powerful questions. It is important to read the question carefully and decide whether it requires you to make a judgment in response.

- Which . . . (e.g., Which form of government is more effective — democracy or dictatorship?)
- What if . . . (e.g., What if John A. Macdonald had not pushed for a cross-country railway?)
- How . . . (e.g., How can a nation such as the Québécois exist within a nation-state such as Canada?)
- Why . . . (e.g., Why is asserting Arctic sovereignty important?)
- Should . . . (e.g., Should the pace of development in the oil sands be slowed down?)
- To what extent (how much) . . . (e.g., To what extent has nationalism been a negative force in the world?)

Powerful Questions

When formulating powerful questions, think about the following:

What . . .
is worth knowing?
is uncertain?
is unclear and needs explanation?
requires exploration?
requires a decision or judgment?
leads to deeper understanding?
connects to other familiar events or developments?
incorporates existing knowledge?
sparks imagination? (e.g., What if . . . ?)
engages people's interest?
requires a shift in point of view or perspective?
makes people think?
requires people to express an informed opinion?

Practise Identifying and Asking Powerful Questions

As you progress through *Exploring Nationalism*, you will be asked to respond to powerful questions — and to develop powerful questions of your own. With a partner, discuss the following questions about Canada and the North Atlantic Treaty Organization and decide which are powerful and which are not.

1. When did the Canadian government decide to join NATO?
2. Why did Canada decide to join NATO?
3. Why should Canada continue to belong to NATO?
4. What is the most important benefit or drawback of Canada's membership in NATO?
5. To what extent does membership in NATO reduce Canadian sovereignty?

Now, choose a topic (e.g., participating in Earth Hour, bullying). Imagine that a speaker will visit your school to discuss this topic. Create three powerful questions to ask your guest.

Habits of Mind

Certain character traits — or habits of mind — promote critical thinking and effective decision making. Whether you are completing a social studies assignment or dealing with other challenges, these habits of mind can help you achieve success at school and in life.

I'm an active thinker.

I explore alternatives and consider their strengths and weaknesses.

I persevere. The first — or most obvious — solution is not always the best.

I resist pressure to adopt opinions just because they are popular.

I think about how I'm thinking about an issue.

I'm curious.

I do not take everything at face value. I investigate beyond the obvious.

I take time to think about things and explore unanswered questions.

I look for various sources of information and expert opinions.

I'm flexible.

I'm willing to change my tactics or approach.

I allow my beliefs to change until I have enough evidence to support a definite point of view.

I don't reject ideas just because they are contrary to my point of view.

I'm ready to compromise and take my thinking in new directions.

I'm open-minded.

I'm open to the views of others, especially when their views are different from my own.

I judge ideas on the basis of their strengths and weaknesses.

I identify and examine my own biases.

I explore beyond my personal interests and biases.

I'm empathetic.

I listen to and try to understand others' points of view.

I don't pass judgment until I've gathered enough information.

I'm aware of the effects of my actions on others.

I choose my words carefully and try to use respectful language.

I'm collaborative.

I'm willing to work with others to brainstorm and combine ideas.

I judge the message, not the messenger.

I'm prepared to give — and take — constructive feedback.

I make sure everyone has opportunities to contribute and share ideas.

I'm thoughtful.

I think before I act. I consider the consequences of various alternatives.

I think about my own thinking and examine my biases.

I set goals and understand what I'm trying to achieve. I try to visualize what success will look like.

I recognize that my success is not based on another's failure.

I'm respectful.

I listen carefully to others.

I'm aware of the limits of my knowledge and avoid claiming to know more than I do.

I judge ideas based on their strengths and weaknesses.

I understand that there are seldom single correct answers.

The Inquiry Process

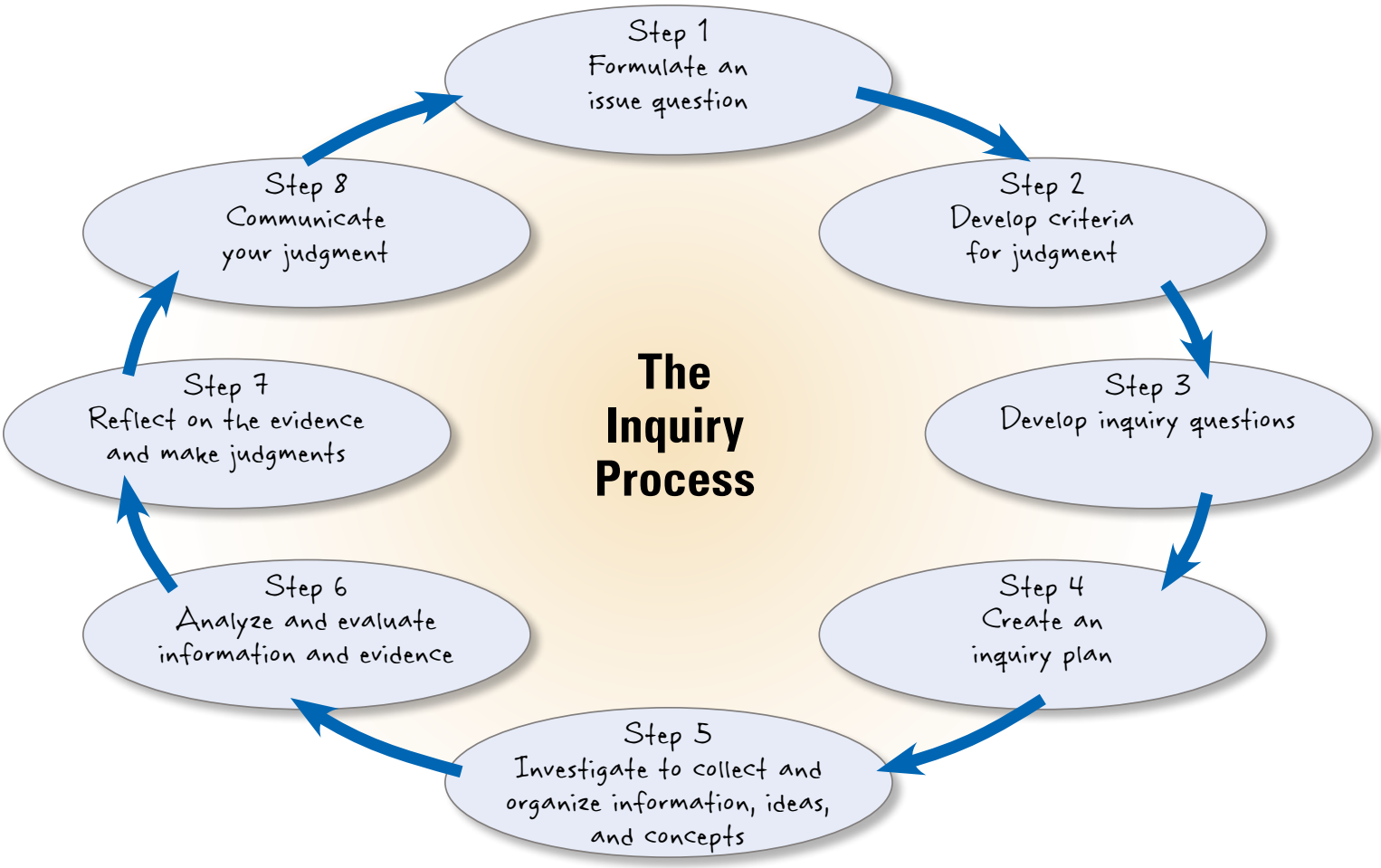
The key-issue question for this course — To what extent should we embrace nationalism? — is a powerful question that presents an issue. To gather the information necessary to respond thoughtfully to this question — and many others — you will need to engage in the inquiry process.

The inquiry process involves formulating an issue question, developing criteria for judgment, developing inquiry questions, creating an inquiry plan, investigating to collect and organize ideas and concepts, analyzing and evaluating information and evidence, reflecting on the evidence and making informed judgments based on clear criteria, and communicating these judgments. Variety and depth are the keys to this process.

As you engage in the inquiry process, you will come to understand that ideas and events that occurred in the past often contributed to present-day points of view and perspectives on nation and nationalism — and you will learn to analyze and evaluate how effectively these ideas and events contributed to both continuity and change.

Examine Figure P-6, which illustrates the inquiry process. Why do you think an arrow connects Step 8 to Step 1? What is the significance of this?

Figure P-6 Steps in the Inquiry Process



Steps in the Inquiry Process

As you go through the steps of the inquiry process, think about your thinking — to ensure that you are cultivating the habits of mind that will make you a more effective critical thinker. The checklist at the bottom of page 11 can help you do this.

Thoughtful reflection about your own thinking processes is an important part of every stage of the inquiry process. It helps you keep the central issue or challenge in mind as you conduct research, organize evidence, and draw conclusions. Reflection also helps you confirm your conclusions or revise your line of inquiry by asking new questions.

Step 1: Formulate an issue question

The inquiry process begins with a powerful issue question that inspires you to build on your prior knowledge and gather and explore the information needed to develop a response. *Exploring Nationalism* is built around issue questions, but your teacher may also pose issue questions — or you may create your own (see pp. 4–5).

Step 2: Develop criteria for judgment

Think about the issue question that is the focus of your inquiry and draft three or four criteria (see p. 6) you might use to guide the informed judgments you will make in response. At this stage, your criteria should be flexible. Be prepared to revise them as the process unfolds and you gather new information and follow new paths of inquiry.

Step 3: Develop inquiry questions

Examine and deconstruct the issue question. This deconstruction may provide the first of your inquiry questions.

Then explore a general source, such as *Exploring Nationalism* or an encyclopedia entry, to develop an overview of the issue. Think about what you have read and create a list of inquiry questions to guide your investigation and help you gather the information and evidence you need to make an informed judgment in response to the issue question.

Step 4: Create an inquiry plan

Once you have formulated your inquiry questions, decide where, when, and how you will conduct your inquiry. This may involve setting a schedule for completing various phases of your exploration, deciding where and how you will conduct your research, and listing sources that you might consult.

Step 5: Investigate to collect and organize concepts

Start your investigation. As you gather information and connect it to your prior knowledge, you will create new knowledge and new thoughts, ideas, and theories.

Keep a careful record of your sources so that you can refer to them and include them in an accurate and complete bibliography. At this stage, you will also begin to think about the most effective way of communicating your learning to your audience.

Step 6: Analyze and evaluate information and evidence

Analyzing and evaluating information and evidence is a continuing process. As you gather information, highlight ideas and concepts that relate most directly to the issue question and your criteria for judgment. Keep an open mind. If your analysis reveals that you need to change tactics or direction, be prepared to refine or redirect your questions, clarify ideas, and revise your criteria.

Step 7: Reflect on the evidence and make judgments

Using your criteria and the evidence you have gathered, make informed judgments in response to the issue question. Be prepared to support your judgments with solid evidence.

Step 8: Communicate your judgments

By sharing your ideas and conclusions with your teacher and other students — and listening carefully as they share with you — you will be able to refine your ideas and reflect on the process you followed to solve a problem and arrive at a judgment on an issue.

✔ Critical Thinking Checklist

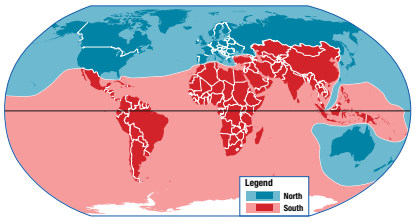
- ☑ I am thinking actively.
  (e.g., I am exploring alternatives and considering their strengths and weaknesses.)
- ☑ I am being curious.
  (e.g., I am taking time to think about things and explore unanswered questions.)
- ☑ I am being flexible.
  (e.g., I am allowing my beliefs to change until I have enough evidence to support a specific judgment.)
- ☑ I am keeping an open mind.
  (e.g., I am judging ideas on the basis of their strengths and weaknesses.)
- ☑ I am being collaborative.
  (e.g., I am working with others to brainstorm and combine ideas.)
- ☑ I am being empathetic.
  (e.g., I am not passing judgment until I have gathered enough information.)
- ☑ I am being respectful.
  (e.g., I am aware of the limits of my knowledge and avoid claiming to know more than I do.)
- ☑ I am being thoughtful.
  (e.g., I am thinking about my own thinking and examining my biases.)

Terms Used in *Exploring Nationalism*

As people have become sensitive to the power of language to reinforce negative stereotypes and to exclude individuals and groups, English has changed. Language has become more inclusive as people have come to recognize the importance of respecting diversity — and of showing this respect through their choice of words.

Developed and Developing, North and South

Figure P-7 The Global North and the Global South



Economists and others now use terms such as "developing country" to describe countries whose economies are not as strong as those of the wealthy democracies of North America and Europe. These wealthy democracies are often called "developed countries."

The term "global North" is also used to describe developed countries, while the "global South" is used to describe developing countries.

No firm guidelines exist for classifying a country as developed or developing. The map in Figure P-7, for example, shows the approximate division of the world into developed and developing countries.

Multiculturalism and Pluralism

You will encounter the terms **multiculturalism** and **pluralism** many times as you explore nationalism. Multiculturalism is a belief, doctrine, or policy that embraces the idea of ethnic or cultural diversity and promotes a culturally pluralistic society. And pluralism is a belief or doctrine that a society should reflect an inclusive approach that encourages diversity. It assumes that diversity is beneficial and that diverse groups, whether these are cultural, religious, spiritual, ideological, gender, linguistic, environmental, or philosophical, should enjoy autonomy.

Francophone References

Exploring Nationalism includes many references to Francophones — people whose first language is French. Canada is an officially bilingual country, as Francophone colonists were one of Canada's founding peoples. Though Québec is home to most Canadian Francophones, Canada's other provinces and three territories also have Francophone populations. Francophones may also have immigrated to Canada from other French-speaking countries, such as France, Haiti, Rwanda, Lebanon, and Senegal.

Aboriginal References

Research Tip

When conducting research into Aboriginal peoples, be prepared to encounter various names and to check both alternative names and alternative spellings.

When Europeans arrived in Canada, they often imposed their own names on the First Peoples they met. In Eastern Canada, for example, the French gave the name "Huron," an old French term for "boar's head," to the Ouendat. The term referred to the bristly hairstyles worn by Ouendat men.

In recent years, many First Nations, Métis, and Inuit have reclaimed names derived from their own language and prefer to be known by these names. These are the terms used in *Exploring Nationalism*. Though considerable variation in spelling and usage continues to occur, the chart on the following page provides a guide to many of these names. This list is not comprehensive.

First Nations, Métis, and Inuit Names	
Contemporary Name	Alternative Names
A'aninin	Gros Ventre, White Clay People, Aaninen
Aamskaapipikani	South Peigan, South Piikani, Blackfeet
Anishinabé or Saulteaux	Ojibway, Ojibwa, Anishinaabe, Anishnabe, Anishnabeg, Bungee
Apsaroke	Crow
Asakiwaki	Sauk
Baffinland Inuit	Eskimo
Cayuga	Cayuga
Cree or Nehiyaw	Cris
Dakelh	Carrier
Dakota	Sioux
Dene Suliné	Chipewyan, Dene Souline, Denesuline
Dené Tha'	Dene Dháa, Slavey
Dunne-za	Beaver, South Slave
Gitxsan	Tsimshian, Gitksan
Haida	Haida
Haisla	Kitimat
Heiltsuk	Bella Bella
Innu	Montahfais, Montagnais-Naskapi
Inuit	Eskimo
Inuvialuit	Western Inuit, Eskimo
Haudenosaunee	Iroquois
Kainai	Blood
Kaska Dena	Kaska
Kichesiprini	Algonquin
Kitlinermiut	Copper Inuit, Eskimo
Ktunaxa	Kutenai, Kootenay
Kwakwaka'wakw	Kwakiutl, Kwagiud, Kwakwawaw, Kwagiulth
Labrador Inuit	Sikumiut, Eskimo
Lakota	Sioux
Gwich'in	Loucheaux, Kutchin, Tukudh
Meshwahkihaki	Fox
Métis	Half-breed, Country-born, Mixed-blood
Mi'kmaw (sing.), Mi'kmaq (pl.)	Micmac, Mi'maq, Micmaw
Mohawk	Mohawk
Nakoda	Stoney, Assiniboine, Nakota
Nakota	Assiniboine
Nisga'a	Nishga, Nisga
Netsilingmiut	Netsulik Inuit, Eskimo
Nlaka'pamux	Thompson, Couteau
Nuu-chah-nulth	Nootka
Nuxalk	Bella Coola
Odawa	Ottawa
Okanagan	Okanagan
Oneida, Six Nations Confederacy	Oneida
Onondaga, Six Nations Confederacy	Onondaga
Ouendat	Huron
Oweekeno	Kwakiutl, Kwagiud, Kwakwawaw, Kwagiulth
Piikani	Peigan, Pikuni, North Peigan
Qairnirmiut	Caribou Inuit, Eskimo
Secwepemc	Shuswap
Sekani	Sekani
Seneca, Six Nations Confederacy	Seneca
Siksika, Blackfoot Confederacy	Blackfoot
Stl'atl'imx	Lilloet
Sylix	Lake Okanagan
Tagish	Tagish
Tahltan	Tahltan
Thcho	Dogrib
Tlingit	Tlingit
Tsilhqot'in	Chilcotin
Tsimshian	Tsimshian
Tsuu T'ina	Sarsi, Sarcee
Tuscarora, Six Nations Confederacy	Tuscarora
Tutchone	Tuchone
Ulliniwek	Illinois
Wet'suwet'en	Babine Carrier
Woods Cree	Wood Cree, Woodland Cree